**Universal Design for Learning** (UDL) is a strategy for eliminating instructional and environmental barriers for every member of a learning community in order to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities. Although we acknowledge that it would be impossible to build one curriculum to meet the needs of every single child, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

OPEN has embraced this responsibility by working to create suggested Universal Design Adaptations that serve to act as baseline recommendations for modifying learning activities. The text *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for our work in this area.

The table below offers additional adaptations in an effort to move closer to the ideal of Universal Design.

**Potential Universal Design Adaptations for Parachute**

|  |  |  |  |
| --- | --- | --- | --- |
| **Equipment** | **Rules** | **Environment** | **Instruction** |
| * Smaller/Larger Parachutes * Parachutes of different colors and/or shapes * Use a towel or small blanket | * Concentrate rules of cooperative games on the response to a variety of signals – both auditory and visual | * Provide different challenge areas with tasks that match various skills and abilities, allow students to choose levels of participation | * Provide ongoing verbal cues * Provide physical assistance * Provide a peer tutor/mentor * Use videos, graphics, and pictures as visual examples * Provide individualized (one-to-one) instruction |

Lieberman, L.J., & Houston-Wilson, C. (2009). *Strategies for inclusion: A handbook for physical educators (2nd ed.).* Champaign, IL: Human Kinetics.